



2019-2020 School Action Fund - Planning

COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019

NOGA ID

Authorizing legislation

Elementary and Secondary Education Act of 1965 (ESEA), as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003, School Improvement

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

July 1, 2019 to July 31, 2020

☒ Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Application stamp-in date and time

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TEXAS EDUCATION AGENCY
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Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title
Email Phone

Signature  Date

Grant Writer Name Signature  Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # SAS #

2019-2020 School Action Fund - Planning

Page 1 of 11

701-19-107-015

2019-019693

Shared Services Arrangements

☒ SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
According to TEA EOC data, only 35% of students at MacArthur High School met standard for the 2017-18 school year. MacArthur would be rated the equivalent of an F based on new TEA ratings.	Identify MacArthur High School as a candidate for one of the School Actions, seeking a TEA Exploratory Planning Grant as the next step in determining the best action with the goal of transforming MacArthur into an A/B School for the students it currently serves.
MacArthur High School is a very large school with nearly 3,000 students and 89% are considered economically disadvantaged.	The size of MacArthur is a key challenge in its transformation. The planning process will explore options for multiple intentional school models within MacArthur to provide "best fit" options for current students. Sustainable governance will be explored to ensure focus on performance.
Student academic outcomes including a 30% on Closing the Gap indicate significant need to attract highly effective teachers and leadership and provide strong supports for them to drive improvement.	New school model(s) for MacArthur must be based on evidence of success and be planned and implemented with intentionality. Leadership and training and support for teachers will be a critical element and reflected in selection criteria and evaluation rubrics.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the 2019-20 Exploratory Planning Grant Cycle, Aldine ISD and the new Chief Transformation Office will have successfully completed all process steps outlined in the benchmarks of this grant leading up to the selection of a School Model and potential Partner to implement a School Action for MacArthur High School no later than the 2021-22 school year. The School Model and any Partner selected must meet the district's selection criteria to ensure the current and future students at MacArthur HS are receiving a high quality education meeting the TEA standards.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

First Quarter (Jul - Sept 2019)

- 1) Complete search and hire new Chief Transformation Officer
- 2) Begin participation in Systems of Great Schools and fully leverage all resources and opportunities of the program
- 3) Develop needs statement, selection criteria and rubric to successfully launch Call for Quality Schools
- 4) Continuously research, review, and identify high quality autonomous specialty schools and partners to meet the needs of students at MacArthur
- 5) Begin small group discussions with Aldine ISD Board to ensure alignment on all key elements including autonomy
- 6) Begin developing plan for community engagement and input
- 7) Develop process for student input

Measurable Progress (Cont.)**Second-Quarter Benchmark****Second Quarter (Oct - Dec 2019)**

- 1) Fully on-board and integrate new Chief Transformation Officer as the overall project leader
- 2) Continue participation in Systems of Great Schools, fully leveraging all resources and opportunities of the program
- 3) Evaluate results of Call for Quality Schools to select high potential prospects based on partner/model selection rubric
- 4) Complete site visits and due diligence on highest potential partners and models
- 5) Begin implementing process community engagement and input
- 6) Begin process for seeking student input
- 7) Continue small group discussions with Aldine ISD Board and bring any required action items to the board as necessary

Third-Quarter Benchmark**Third Quarter (Jan - Mar 2020)**

- 1) Integrate student input
- 2) Integrate and incorporate input from community engagement process into selection and decision process
- 3) Select school model, partner, and finalize agreement
- 4) Begin outlining change management process for teachers, administrators, and principal at MacArthur
- 5) Begin development of "Year 0" implementation plan in preparation for a 2021-22 launch
- 6) Continue small group discussions with Aldine ISD Board
- 7) Continue participation in Systems of Great Schools, fully leveraging all resources and opportunities of the program

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Exploratory Planning Grant is a high priority project for the district and Superintendent Dr. Goffney. Overseen initially by the Chief of Strategic Initiatives and subsequently by the newly hired Chief Transformation Officer (CTO) to be hired in Summer 2019, the district will use the benchmarks outlined within this grant proposal to monitor progress (i.e. Call for Quality Schools, community/student input and engagement, model and partner evaluation and selection, financial reviews, on-going small Board discussions, progress in Systems of Great Schools, etc). The district also envisions requesting support from the Matched Technical Assistance Partner to outline a detailed project plan if awarded the grant.

The CTO will lead a project team to work on this planning grant; this team will include the Matched Technical Assistance Partner. That team will meet weekly as a project team and will monitor progress weekly against the key process steps and deliverables. The Superintendent will be actively involved in the project through Systems of Great Schools and regular updates from the CTO. Given the exploratory nature of this grant, we anticipate modifications will be made along the way to the process in general - and then in particular, modifications will be made if any benchmarks were to be delayed.

The team will focus on completing all process steps in a high quality manner, focused on the quality of the outputs and deliverables rather than compliance to a schedule. The SMART goal of completing all process steps in anticipation of a model decision in the 3rd quarter is the ultimate North Star for this grant.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 School Action Fund - Planning Program Guidelines.
- ☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 School Action Fund - Planning Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- ☒ The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.
- ☒ The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.
- ☒ The applicant assures that a project manager will be identified. Please note: this position may be funded by other fund sources.
- ☒ The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.
- ☒ The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.
- ☒ The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.
- ☒ The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- ☒ The applicant assures that an implementation plan, using a TEA approved format, will be developed with the school transformation partner by June 1, 2020.
- ☒ The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.
- ☒ The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.
- ☐ **For LEAs pursuing the Create a new school action model:** The applicant assures that enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.
- ☐ **For LEAs pursuing the Partner-managed model:** The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.

Statutory Requirement

Please refer to the Program Guidelines page 9 and address the six questions below:

1)

As a Comprehensive low-performing school, MacArthur High School has a school support plan currently in place. Over the Summer of 2019, this plan will be updated to ensure the school is tracking baseline data and metrics to feed into the Exploratory Planning Grant process. Examples include lesson plans, sample assessments, student attendance, etc.

During the 2019-20 school year, the Exploratory Planning Grant will provide critical resources to identify, research, and select the School Action and best fit school models and potential partners for the diverse student population to put MacArthur on the path to becoming an A/B school.

A key requirement of the process outlined in this Exploratory Grant upon selection of the model will be to develop the school support plan for Year 1 in partnership with the principal(s) and potential partner(s) in the case of a partner-managed model. In addition, any performance agreement, either informally if district-managed or formally if partner-managed, will include a specific support plan to ensure MacArthur transforms into an A & B school upon implementation of the school action selected.

2)

The Chief of Strategic Initiatives and Chief Transformation Officer will monitor the use of funds in partnership with the CFO to ensure alignment with other Federal, State, and local resources and to ensure the successful implementation of the Exploratory Planning Grant. The CTO and their project team will utilize the benchmarks and detailed project plan to monitor progress and make adjustments as necessary. The Superintendent will review on at least a quarterly basis and provide feedback, support, and additional resources as necessary.

a)

The CTO will lead a project team to work on this planning grant; this team will include the Matched Technical Assistance Partner. That team will meet weekly and monitor progress weekly against the key process steps and deliverables. The team will focus on completing all process steps in a high quality manner, focused on the quality of the outputs and deliverables rather than compliance to a schedule. The SMART goal of completing all process steps in anticipation of a model decision in the 3rd quarter is the ultimate North Star for this grant.

b)

Given the exploratory nature of this grant, we anticipate modifications will be made along the way to the process in general - and then in particular, modifications will be made if any benchmarks were to be delayed. The CTO and their project team will be accountable for making and documenting adjustments and managing against any revised deliverables.

3)

Aldine ISD plans to launch a Call for Quality Schools as part of our participation in System of Great Schools and this Exploratory Planning Grant. In advance of that, the project team will develop a needs statement, selection criteria and rubric in preparation for rigorous selection process. Alongside this process, the district will define the key terms for the performance agreement including key financial elements. The district also intends to adopt the Model Authorizing policy for any partner-managed options and would participate in the Texas Authorizer Leadership Academy.

For selection of additional contract services as included in the budget, the district uses Federal, State, & local regulations to recruit, screen, select and evaluate external partners. The district follows Federal and State dollar threshold guidelines, evaluates rates and fees, quality of service, and ability of partners to meet the needs of the district. The district verifies disclosures of interested parties and ensures partners are not excluded or debarred. Written contracts are established for all services. Contracts include terms and conditions that mitigate risk and are reviewed by the procurement and legal departments prior to final approval and execution.

Statutory Requirement (Cont'd)

4)

Aldine ISD plans to support the MacArthur High School Exploratory Planning Grant process through local, state, and federal funds in addition to private philanthropy. Grant funds will only be used to support activities and expenses related to transforming MacArthur into an A/B School for the current students it serves.

The district will ensure funding for the new Chief Transformation Officer and an operating budget beyond the grant funding to support their work on this grant and more broadly including involvement in all activities related to System of Great Schools, Call for Quality Schools, and other initiatives yet to be determined.

Of particular interest is the potential for educators to design multiple schools within MacArthur and create diverse opportunities for students. The district believes that by empowering a teams of educators to define the vision for the school and by implementing that vision and evidence-based models with fidelity, true transformation from failing to an A/B School is possible. The district will use funds provided within the grant and from other sources to secure technical assistance and experienced partners to build a high quality and intentional approach.

5)

As a part of the Exploratory Planning Grant, through System of Great Schools, and as part of our work with the Matched Technical Assistance Provider, the district will evaluate practices and policies to ensure autonomy and flexibility for school leadership and the management model selected. Aldine will also use this opportunity to work with the Matched Technical Assistance Provider to define what autonomy means and how it is earned and resourced. The focus will be on performance agreements and metrics leading students to significant academic growth. Within this grant, the district also seeks to learn from other districts and partners already implementing school actions – including both successful and unsuccessful practices. The district intends to integrate these learnings into the process and outputs.

Additionally, Aldine ISD will be adopting a School Performance Framework to assess the performance of all schools across the district annually. Within this, the district aims to develop a shared definition of school quality. The district will analyze variances in school performance to identify key actions and policies to increase the principals' and teachers' capacity to help lead students to strong academic growth at all schools including MacArthur.

6)

At this early stage, a key benefit of the Exploratory Planning Grant will be to identify and evaluate successful models with evidence and results showing positive student academic growth and other key metrics for students with demographics and characteristics similar to the students of MacArthur. The district will leverage our partnership with the Matched Technical Assistance Partner to identify other contract providers including those with a track record of success in curriculum and social emotional/restorative justice for students similar to those attending MacArthur High School and with experience in the models evaluated and ultimately selected. Additionally, the district will utilize the Call for Quality Schools, the new CTO, learning visits, and educator design teams with the support of the Matched Technical Assistance Provider.

TEA Program Requirements

TEA Program Requirement 1: Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner managed. ***Note:** The district or partner managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school model".

Select one school action model below:

- ☐ Restart a struggling school
- ☐ Create a new school
- ☐ Replicate a successful school (must select Partner-managed option)
- ☐ Reassign students from a struggling school (type of model management does not apply)
- ☒ Exploratory planning (type of model management does not apply)

Select how model will be managed:

- ☐ District-managed
- ☐ Partner-managed

TEA Program Requirement 2: Please describe the following:

a) Please describe the evaluation process and criteria utilized for selecting the school action model.

With the arrival of new Superintendent Dr. LaTonya Goffney last fall, Aldine ISD embarked on a strategic review of the district. In early data analysis of quality seats and quality schools including an examination of the newly released TEA school performance ratings, the Superintendent and Board began a strategic planning process to dramatically improve the performance of schools across the district. In parallel to developing the new strategic plan, the district was eager to identify and evaluate evidence-based opportunities to transform the lowest performing schools for their students and create long-term sustainable success.

The actions, analysis, and beliefs described above led Aldine ISD to 1) Apply and gain admittance into the Systems of Great Schools 2019 Cohort and 2) Begin rapid research into the possibility of utilizing planning grants from the TEA to evaluate and develop new models including the potential for partner-managed models within Aldine ISD.

MacArthur High School is a large school that has been low performing for an extended period of time. Based on the new TEA Ratings, MacArthur would be receive an F. The Superintendent seeks to take bold action to transform MacArthur and the educational opportunities it provides for its nearly 3,000 students, some 89% who are economically disadvantaged. The size of MacArthur presents both a challenge and an opportunity. Within this work, the district plans to pursue the idea of multiple intentional schools within the MacArthur campus. The Superintendent is particularly interested in visiting and evaluating the successful Young Men's and Young Women's Academies as one potential pairing to transform MacArthur and will explore other options as well. Knowing the specialized nature of these types of school models, Aldine ISD is also interested in evaluating partner-managed models that could lead to higher levels of student academic success and stronger preparation for career and/or post-secondary credentials. Through a Call for Quality Schools, our aim is to understand high performing evidence-based models, curriculum, and culture and then through deliberate evaluation and debate, commit to a model to be developed and implemented with fidelity and autonomy.

The Exploratory Grant from the TEA will provide Aldine ISD with valuable financial and technical resources to launch a Call for Quality Schools, evaluate and select a new model(s) for MacArthur, and develop a detailed implementation plan.

TEA Program Requirements

b) Please describe the district vision for improving the campus(es) or engaging in a thoughtful planning process to implement a school action.

Under the superintendent's vision for bold action and led by the Office of Transformation, Aldine ISD would pursue the following in our MacArthur Planning process:

- 1) Develop needs statement, selection criteria and rubric as the basis to evaluate high potential models centered on the unique needs of the students at MacArthur. Use this selection criteria and rubric to identify, research, and evaluate models to dramatically improve academic and life trajectory outcomes for students at MacArthur.
- 2) Use the needs statement, selection criteria and rubric described above to launch a Call for Quality Schools. Through the Call for Quality Schools new leaders and models will be surfaced for assessment and evaluation.
- 3) Develop and implement processes to authentically seek out and engage students and the community for input into the process. Engage teachers and leaders at MacArthur similarly.
- 4) Utilize small group discussions and site visits to engage Aldine ISD's board in exploratory process.
- 5) Leverage participation in System of Great Schools to develop rigorous processes and learn from other districts' experience.
- 6) Leverage Matched Technical Assistance Provider to augment district capabilities and capacity; Leverage curriculum technical expertise for high schools using similar models to ensure strong and robust approach for students at MacArthur.

c) Please describe how the grant aligns to and accelerates the district's broader strategy and theory of action.

Aldine ISD's strategic priorities in brief include: 1) Significant and sustainable student academic growth, 2) Safe, secure, and respectful learning environment that honors the whole child, 3) Commitment to recruiting, developing, supporting, and retaining highly effective teachers, leaders, and staff, 4) Partnering with parents and the community to maximize opportunities for all students, and 5) Efficient & effective fiscal management to maximize learning for all students. At the core of this is a desire for "every child to be in a great school" which means fewer C, D, & F schools and more A & B schools.

The Exploratory Planning grant for MacArthur High School would enable our district to both immediately address and set a course of action for MacArthur & its nearly 3,000 students to become an A/B school & to assist the district in developing our knowledge, experience base, capabilities, and capacity around school actions and the process to successfully explore, select, and implement them. Through the Call for Quality Schools and evaluation of various models and working with the Matched Technical Assistance Provider, the district will be on an accelerated path for transformation. This comes at a very meaningful time given the arc of the Superintendent's plan for bold action, the addition of a new Chief Transformation Officer and their team, and the opportunity for meaningful partnerships to create more A & B schools.

Alongside the process outlined above, the district is committed to annually reviewing performance of all schools, segmenting schools for differentiated resources and interventions, and allocating resources accordingly. The district is currently working with TEMBO on an School Performance Framework to drive decision-making and will explore how to use that data for a possible on-line school finder to improve families' access to best fit schools.

d) Please identify the district staff member to coordinate the planning grant and the qualifications of the identified staff member.

In the short term, Dawn Rodriguez, Chief of Strategic Initiatives, will be coordinating the planning grant and has 16 years experience as an educator and staff member with Aldine ISD. The district is in the process of hiring a Chief Transformation Officer and will be staffing up that office. Once the new CTO is on board, they will take over leadership for this initiative and be responsible for coordinating the planning grant.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year grant allocation	
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Chief Transformation Officer	100,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Matched Technical Assistance Provider	115,000
Curriculum Design	50,000
Social Emotional, Restorative Justice Advisor	20,000

SUPPLIES AND MATERIALS (6300)

Curriculum Planning Materials	5,000
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OTHER OPERATING COSTS (6400)

Site Visits for Superintendent, CTO, Board	10,000

CAPITAL OUTLAY (6600)

Total Direct Costs 300,000

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 300,000